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*Reports*<sup>1</sup> call attention to an effective method of teacher training for this line of work.

The bulletin brings together in usable form some of the most significant readings having to do with such items as plans and purposes, legislation, suggested outlines of courses of study, methods of organization in well-established centers, points of view, and inspirational material. The articles which go to make up this bulletin have been prepared by state and federal representatives who are specialists in the fields represented.

The *Lesson Plans and Reports*, thirteen in number, cover such items as "The Educational Problem of Employed Youths," "Legislation for Part-Time Education in California," "The Origin and Development of Part-Time Education," "Determining the Needs of Youth in Part-Time Schools," "Organization of Classes and Problems of Instruction," "Instruction in Citizenship and Health," and "Instruction for Youths in Skilled Occupations in Industry." These sheets call attention to specific reference readings, most of which are to be found in the *Syllabus*, provide space for comments and for the listing of units of problematic work, and control in general the thinking of the individual in connection with a given unit of training. The problematic work is so set that the student must draw upon his own experience for a large part of the required response.

The development of this material, bulletin and lesson plans, calls attention to a progressive tendency in teacher training in industrial education, namely, the utilization of student experiences in the organization of thinking about teaching problems. It indicates a tendency to get away from the formal academic discussion of teaching problems and interest in the reduction of such discussion to the level of classroom experience. The author's organization of his teacher-training material on a problematic basis which utilizes the first-hand experiences of students in training will prove helpful to all those engaged in teacher training in any form. The material will be of special value to those having to do with the immediate problem of part-time teacher training.

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*Continuation education.*—A recent publication<sup>2</sup> which will be of interest to school officers and others concerned with the problems of part-time training for youth engaged in industry gives an account of how some of the difficulties have been solved for an industrial community of England by the co-operation of school and factory. The editors have brought together the discussions of twelve individual contributors, each paper constituting a chapter of the book and dealing with some more or less specific phase of the writer's experience in organizing and conducting the scheme of training described. The introductory chapter, written by one of the editors, is a general discussion of the

<sup>1</sup> *Lesson Plans and Reports*. Berkeley: University of California. A series of loose-leaf lesson sheets. Pp. 56.

<sup>2</sup> W. J. WRAY and R. W. FERGUSON, *A Day Continuation School at Work*. London: Longmans, Green & Co., 1920. Pp. xii+199. \$3.00.

necessity for continued education and the relation of day continuation schools to the national educational system. The next chapter is a rather full description of the plan of administration of a girls' continuation school, written by the head-mistress. This is followed by a similar account of a boys' school by its head-master. In each case explicit statements are made concerning the curriculum, grading, discipline, and the usual problems of administration. The several chapters following, each written by an instructor in one or the other of these schools, take up such topics as "Problems of Class Teaching in a Boys' Day Continuation School," "The Teaching of Mathematics and Science in a Day Continuation School for Boys," "Physical Training in a Girls' School," and "Arts and Crafts." The last two chapters present the employers' own statement of their attitude toward continuation education and their impressions of the value of the plan here described.

The collection of articles is well characterized in the editors' explanatory statement that "no attempt is made to cover the whole question of continued education, nor has uniformity of style or treatment been aimed at by the several contributors. On the contrary, there will be found much divergence of view, some overlapping, and even occasional contradictions. The main point is that each contribution is the outcome of personal experience in some aspect of the work."

The appendix presents certain extracts from the Education Act of 1918, the sections quoted referring to the provisions for the establishment of continuation schools, compulsory attendance and exemptions, administrative provisions relating to such schools, and specified provisions for the promotion of physical and social training.

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*Advanced civics.*—In recognition of the recently stimulated interest in the problems of democratic government and in the vitalization of civics as a subject of school instruction, the author of a standard textbook in civics for secondary schools presents an appropriate revision of this text, but under a different title.<sup>1</sup>

The three divisions of the new book are identical with the plan of the older (1909) edition, each comprising in large part the same group of chapters with the same or synonymous titles, the revision being in the nature of more or less significant rearrangements of portions of the original material, the omission of parts, and the addition of eight new chapters. Thus in Part I, "The Essential Principles of the American Government," chapters i and ii, entitled "Government" and "Popular Government," respectively, are combined to form the first chapter of the new book under the title of "Democracy;" the discussion of "Political Rights and Duties" in chapter xiv of the older text constitutes the principal portion of chapter ii, entitled "The Masters of Government," while chapter ix, dealing with the "Expansion of the Federal Union," is omitted.

<sup>1</sup> S. E. FORMAN, *The American Democracy*. New York: Century Co., 1920. Pp. xix+474. \$1.75.